



**MASTER SYLLABUS**  
**ENGL 102 – English Composition II**

**COURSE LECTURE-LAB-CREDIT and/ CONTACT HOURS:** 3-0-3 / 45

**COURSE MAXIMUM ENROLLMENT:** 25

**LAB FEE:** \$30.00

**COURSE NAME:** English Composition II

**COURSE PREFIX AND NUMBER:** ENGL 102

**COURSE DESCRIPTION:** An advanced course in writing with emphasis on expository, argumentative, and analytical essays, as well as a research paper. The focus is on writing as response to both assigned readings and student-selected resource materials.

**PREREQUISITE:** “C” or better in ENGL 101: English Composition I or equivalent or ACT of 25

**GOALS:** By the end of ENGL 102: English Composition II students will be able to demonstrate with proficiency in writing their comprehension and analysis of appropriate texts and support their analysis by references to the texts. In addition, students will be able to (1) support a thesis convincingly and (2) successfully interrelate their own ideas with those of published writers.

**COURSE OBJECTIVES/LEARNING OUTCOMES:** Upon successful completion of ENGL 102: English Composition II, students will be able to do the following:

- Write a coherent analysis of an assigned text and support their analyses with reference to the text.
- Demonstrate in writing their comprehension of the fundamentals of argumentation and their ability to support an arguable position by references to an appropriate text.
- Demonstrate in writing their ability to synthesize various sources and to incorporate source material into their arguments.
- Write a research paper which demonstrates the student's ability to do the following:
  1. Narrow down a topic suitable for an argumentative research paper.
  2. Compile a preliminary bibliography of current sources.
  3. Summarize, paraphrase, and quote from source material.
  4. Evaluate source material.
  5. Develop an argumentative thesis suitable to a research paper.

6. Assemble and organize research material into a structured outline.
7. Draft an argumentative paper which logically and coherently incorporates source materials that supports the writer's thesis.
8. Use assigned documentation format for academic research.

**COURSE CONTENT:** ENGL 102: English Composition II will cover summary and paraphrase-writing, writing in response to assigned readings, argumentation, methods of research and documentation, and an introduction to literary analysis.

### **SAMPLE COURSE OUTLINE**

- Week 1: Introduction to course/review of policy and outline.
- Week 2: Diagnostic writing sample, Begin research project: Choose a Topic. Students will bring to class a list of three possible research topics, and through brainstorming, will compile a topics log.
- Week 3: Two readings from text--students will bring written responses to assigned questions as preparation for class discussion. Possible in-class assessment/evaluation activity.
- Week 4: Summary-writing  
In-class workshop: Students will work in small groups to write one-sentence summaries of assigned passages from a designated text. The work of each group will be recorded for analysis by the entire class.  
Out-of-class: Students will write a full summary of the assigned text.
- Weeks 5-8: Paraphrase-writing, In-class: Students will work in small groups and paraphrase the introductory passage to an assigned text.  
Out-of-class: Students will write a paraphrase of the entire assigned essay.  
Argumentation In-class: Students will analyze an assigned argumentative essay for the following elements: Statement of thesis, major supporting points, minor supporting points, concession/refutation, balance of the argument's logical, moral, and emotional appeals. Out-of-class: Students will write an argumentative essay. Mid-term Exam: Students will write an analytical in-class essay in response to an assigned text. Research Project--Students will submit: Statement of topic/proposal, Source cards, Works Cited page MLA / APA Documentation Workshop: In small groups students will compile a sample Works Cited page of sources provided to them.
- Weeks 9-10: Students will present a five-minute oral presentation based on their research projects. In individual conferences, students will meet with the instructor to review rough drafts of the research project.

Weeks 11-15: Students will submit completed research projects. Introduction to Literature: The unit will cover fundamental terms/elements: plot, character, setting, imagery, figurative language. Students will read and interpret several poems and short stories. Related assignments will require students to identify for class discussion figures of speech, patterns of imagery and/or irony, character motivation-- all as they contribute to theme or meaning. Students will write an essay which analyzes the writer's use of one or two essential elements in assigned poem(s) or short story.

**TEXT AND SUPPLEMENTAL READINGS:**

Henderson, Gloria Mason, Bill Day, and Anna Higgins. Literature and Ourselves: A Thematic Introduction for Readers and Writers. 6<sup>th</sup> ed. New York: Pearson-Longman, 2009.

Troyka, Lynn Quitman, Ann B. Dobie, and Emily R. Gordon. Simon and Schuster Handbook for Writers. 7<sup>th</sup> ed. Englewood Cliffs: Prentice Hall, 2001.

**READINGS SAMPLE:**

Doris Lessing, "Group Minds"  
Larry Crockett, "My Buttoned-Down Students"  
Gibson and Haritos-Fatouros, "The Education of a Torturer"  
Cheryl Merse, "Men, Women, Equality, and Love"  
Carolyn Coman, "Who's Minding the Children?"  
Benjamin Franklin, "Advice on Choosing a Mistress"  
George Will, "America's Slide Into the Sewer"  
Shirley Jackson, "The Lottery"  
Susan Sontag, "The Way We Live Now"  
Grimm Brothers, "Ashputtle"  
Anne Sexton, "Cinderella" Alistair Reid, "Curiosity"  
Phyllis McGinley, "First Lesson"  
Mary Oliver, "Swimming Lesson"  
Eudora Welty, "A Worn Path"  
Ernest J. Gaines, "The Sky Is Gray"

**ASSESSMENT:**

A variety of learning-centered assessment activities will be used to measure and evaluate student performance. These will include, but are not limited to, the following: class presentations, reflective portfolio assignments, papers, tests, quizzes, homework assignments, in-class activities, peer evaluation, guided discovery, and feedback from class activities. All English courses require completion of a departmental Exit Examination/Written Assignment. Progression to the next level English course requires a final grade of "C" or better.

**DISABILITY STATEMENT:**

It is the general policy of Delgado Community College to assure equal opportunity for all qualified persons. Reasonable accommodation for qualified persons with disabilities will be made provided the students have self-identified with the Office of Disability Services and have provided required documentation. Individual instructors will modify the methods, requirements, and procedures of courses and examinations appropriately to accommodate the special needs of students with disabilities, provided the academic integrity of the course or examination is not violated, and the health and welfare of all students are safeguarded. No accommodations will be made without "letters of accommodations" from the Office of Disability Services. See College Catalog for more information.